

MINUTES OF A MEETING OF THE UNIVERSITY SENATE

April 11, 1963

The University Senate met at 2 pm, Thursday, April 11, 1963, President Carroll presiding.

Inasmuch as the minutes of the previous meeting had been circulated, the minutes were not read. The following amendment was suggested by the Provost: At the end of the first sentence in the third paragraph from the end, change the period to a comma, and add "as recommended by the Ad Hoc Faculty Advisory Committee as its unanimous first choice." The amended minutes were approved without objection.

Acting for Chairman Roderic H. Davison, who was detained, Mr. James F. Davison, submitted to the Senate for its approval the membership of the Committee nominated by the present Executive Committee to nominate a new Executive Committee for the University Senate for 1963/64: Mr. Harold F. Bright, Chairman, Mr. Leroy S. Merrifield, Mr. Charles R. Naeser, Mr. Carl Walther and Mrs. Helen B. Jakobson. The motion was seconded by Mr. John Kaye and unanimously carried.

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amended
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"Mr. Philip H. Highfill, Jr., Chairman of the Committee on Educational Policy, presented a report of his committee containing recommendations for a closer coordination in instruction among the basic science courses, and for the establishment of a course to be made available to all lower-division students giving the essential principles of each of the sciences. After general discussion, Mr. Highfill moved that the Senate recommend to the dean and faculty of Columbian College that they request that the science departments investigate at once the best way to effect the coordination between the sciences, as taught, spoken of in paragraph 2. The motion was seconded by Mr. Nels D. Nelson and carried. Mr. Highfill then moved that the Senate recommend to the Administration that whatever personnel and resources seem necessary be allotted immediately to investigate the feasibility of some such plan as that outlined in paragraph one. Mr. Ira B. Hansen seconded the motion and it was carried."

Consideration of the report of the Student Council was deferred without objection until the May meeting. At that time Mr. Paul Schwab, President of the Student Council, will be present to answer any questions the report may raise.

Mr. Morris S. Ojalvo, Chairman of the Committee on Appointments, Salaries and Promotions Policy (including Fringe Benefits) presented his committee's report. After some discussion, Mr. Ojalvo moved that the Senate adopt the Committee's recommendation that, beginning September 1963, the tuition fees for full-time faculty who are doctoral students at George Washington University be reduced by one-half. For those in this category who have already started their program, the remaining amount of the doctoral tuition fees would be reduced by one-half. Mr. Charles J. Kokoski seconded the motion and it was carried. The President indicated that he would transmit this recommendation to the Board of Trustees. Mr. Grover L. Angel suggested that a similar reduction be considered for administration staff members who are doctoral students. President Carroll stated that this proposal would also be discussed with the Board of Trustees.

Mr. James C. Dockeray presented an informal report of the Committee on Physical Facilities with regard to the proposed allocation of space in Building D. The objectives of the plan are to consolidate faculty offices within schools and departments, to provide additional classroom facilities and some faculty study cubicles, and to improve the facilities of the library. After discussion, the Committee passed the following resolution: (1) The utilization of available space can assume

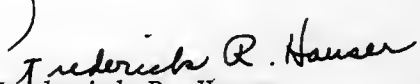
many different patterns; (2) The problem is to obtain best use of space to meet requirements for classrooms, offices and special purposes; (3) The Committee cannot state unequivocally that the proposed plan is an optimum plan, but it does believe that it represents an effective plan which indicates careful consideration of the needs for classrooms, offices and library with full attention to the consolidation of the various units; and (4) In approving the plan, the Committee urges that it be immediately referred to the departments concerned whether they are affected directly or indirectly. The Senate received the report with thanks.

At the request of President Carroll, Mr. Harold F. Bright reported that the University has signed a contract to acquire an IBM 1620 computer with associated equipment on an experimental basis. The computer will be available in September for research use. Seminars in programming and use of the machine will also be arranged for faculty members.

Mr. Robert G. Dixon inquired whether the University in its plans for future expansion had been considering the possibility of exchanging its present space for that of a larger government facility that might be closed nearby. President Carroll answered that this has been considered, but that other government agencies would have priority in acquiring such a facility and that the cost of renovation of existing buildings in such a facility would probably be exceedingly high. He added that the Board of Trustees believes that land which the University now owns and hopes to acquire in this area should be adequate for expansion.

Mr. Wood Gray, Chairman of the Committee on Professional Ethics and Academic Freedom, presented a revised draft of the Committee's report on recommended revisions in the Code and Ordinances Governing the Academic Personnel of the University. After general discussion, Mr. Gray moved that the Senate approve this report and its recommendations with the understanding that there will be opportunity for changes in it, particularly after informal discussion with members of the Board of Trustees, before sending it formally to the Board of Trustees via the Faculty Assembly. Mr. Wolfgang Kraus seconded the motion with an expression of thanks of the Senate for the excellence of the report. The motion was carried unanimously. It was the sense of the meeting that the report might well be returned to the Senate for a second adoption at the May meeting. It was decided that a copy of the recommended code revision in a draft-confidential form could be sent to the AAUP.

The meeting adjourned at 5:10 pm.


Frederick R. Houser
Secretary of the Senate

TO: Members of the University Senate
 FROM: Senate Committee on Professional Ethics and Academic Freedom
 SUBJECT: Report of the Committee

The attached draft of our recommended revisions of certain provisions of the 1958 Edition of the Code and Ordinances Governing the Academic Personnel of the University is intended as a step toward ascertaining and crystalizing the thinking and wishes of the Senate and the Faculty Assembly.

The draft stems from: (1) the existing Code; (2) the "common law" of interpretations and practice as they have grown up in this University; (3) ideas derived from various members of the Faculty; (4) accepted concepts of good academic practice as they have been formulated elsewhere including, a) "Academic Freedom and Tenure, Statement of Principles, 1940," officially endorsed by many scholarly-professional organizations, including the Association of American Colleges and the American Association of University Professors (see AAUP Bulletin, Spring 1962, pp. 50-51,) b) "Recommended Institutional Regulations on Academic Freedom and Tenure" (AAUP, August 4, 1957, document No. 133-4-61), c) a statement of the AAUP committee on Academic Freedom and Tenure supplementary to the 1956 Report "Academic Freedom and Tenure in the Quest for National Security," AAUP Bulletin, (Vol. 44, no. 1) March 1958, pp. 5-10, d) "Statement on Procedural Standards in Faculty Dismissal Proceedings," prepared by a joint committee representing the Association of American Colleges and the American Association of University Professors, AAUP Bulletin, (Vol. 44, no. 1A) March 1958, pp. 270-274, e) "Faculty Participation in University Government," AAUP Bulletin, December 1962, f) codes of other universities, g) proposals under consideration by the Association of American Law Schools; and, (5) the combined and representative experiences of the members of your Committee, aggregating almost a century in this and other institutions of higher learning.

These proposals for revision of the Code are put forward without reference to the present personnel of the Faculty, Administration, or Board of Trustees --inasmuch as our present actions, even if modified by later changes and amendments, will need to serve both the present and future requirements of the University. The present time, however, seems particularly propitious for improving the means for an even closer and more effective teamwork than has existed in the past.

Respectfully submitted,

*** *David C. Green (Law)* — Wood Gray, (Sen.) (Hist.), Chairman
*Charles Gauss (Phil.)
*Thelma Hunt (Psych.)
**Hels D. Nelson (Math.) (Sen.)
Reuben E. Wood (Chem.) (Sen.)
Gust A. Ledakis (Sen.) (Law)
Archibald M. Woodruff, Dean
School of Government, Business, and
International Affairs, ex officio

* Member 1962-63

** Member 1960-62

*** *Member Spring semester 1963*

DRAFT - CONFIDENTIAL

TO: Members of the University Senate
FROM: Senate Committee on Professional Ethics and Academic Freedom
RE: Suggested Changes in Section IV, V, and IX of Code Governing
the Academic Personnel of the University

IV. APPOINTMENT, REAPPOINTMENT, TENURE, AND PROMOTION

The following principles, standards, and procedures are in force in regard to appointment, reappointment, tenure, and promotion:

A. Appointments and Tenure

1. Statement of Terms and Conditions

a. Every new appointment shall be in writing and shall be issued in accordance with and subject to the provisions of this Code and of implementing procedures thereunder adopted by the faculty, both of which shall be made available to the proposed appointee before consummation of the appointment. This consummation shall be deemed to take place upon the receipt of a letter of appointment or commitment from the University and the dispatch of a written communication of acceptance.

b. Members of the Faculty who have received appointments with continuous tenure shall be notified in writing annually, on or about 1 April, of salary and of changes in rank or of other terms and conditions of service for the next academic year.

c. Notice of salary and other terms and conditions of an unexpired or renewed probationary appointment shall in all cases be given on or about 1 April.

2. Limited Service

Adjunct professors, clinical professors, professorial lecturers, associate clinical professors, associate professorial lecturers, assistant clinical professors, associates (clinical medical), lecturers, clinical instructors, associates, teaching fellows, fellows, and graduate teaching assistants will be appointed for a specified period of a year or less. Such appointments may be renewed an unlimited number of times.

3. Full-time Service

a. Kinds of appointment

All appointments to active status full-time service (as defined in Article I, Section B, Paragraph 1) will be of two kinds: (1) probationary appointments, or (2) appointments with continuous tenure.

b. Probationary Appointments

1) New appointments

Except in special circumstances, all new active status appointments of full-time service (as defined in Article I, Section B, Paragraph 1) regardless of rank, will be for a probationary period of stated length.

2) Maximum period

Probationary appointments will be for one year or other stated periods, subject to renewal. The total probationary period will not, with the exceptions herein indicated, exceed seven years, including full-time service with the rank of instructor or higher in other recognized institutions of higher learning. Leaves of absence to engage in authorized teaching or research activities at another institution of higher learning are included in this period. Leaves for study toward a degree, for military or other national emergency service, or for personal affairs will not be included in the calculation of this period. A faculty member with previous full-time service at another institution, may be required, by written agreement, as a term or condition of his initial

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appointment, to serve a probationary period not to exceed four years, even though his total probationary period in the academic profession is thereby extended beyond seven years.

Subject to the provisions of Article V, section B, paragraph 1, below;
1a. full-time member of the faculty shall be notified in writing by 1 July preceding his final (i.e., maximum) probationary year that he will be granted continuous tenure or that his services as a full-time member of the faculty will terminate at the completion of that year. Any such member who is not so notified will be deemed to acquire continuous tenure at the end of the probationary period.

3) Stated Periods by Rank

a) Instructors

Instructors will be appointed for an initial period not to exceed one year, and will be eligible for reappointment. Reappointment will not, except by special action of the Board of Trustees, upon proper faculty recommendation (see Section C hereunder) and the appropriate University officers, extend the total period beyond four years. Continuous tenure shall not be conferred at this grade.

b) Assistant Professors

Assistant Professors will be appointed for an initial period of one, two, or three years and will be eligible for reappointment, tenure, or promotion. Promotion to a higher rank confers continuous tenure status.

c) Associate Professors

Associate Professors will be appointed for a probationary period of not more than three years. Renewal of such an appointment, or promotion, confers continuous tenure status.

d) Professors

Professors will be appointed for a probationary period of not more than two years. Renewal of such an appointment confers continuous tenure status.

- B. Promotion (subject to possible revision by the Senate upon recommendation of another committee)

Promotion in rank is dependent upon growth in professional competence.

Such growth may be evidenced by [the acquisition of appropriate advanced degrees,] increased teaching ability, productive scholarship, participation and leadership in professional societies, public service, service on University committees, or a combination of the above. It is expected that as a general practice a promotion in rank shall be accompanied by an appropriate increase in salary.

V. TERMINATION OF SERVICE

A. Expiration of Definite Period Appointments

All appointments for a definite period of service (one semester--one, two, or three years) expire automatically with the completion of such period⁴ of service, subject, as appropriate to safeguards that follow.

B. Termination of Probationary Appointment

1. Notice of Non-renewal of Probationary Period

Written notice that a probationary appointment is not to be renewed will be given to the active status full-time service faculty member in advance of the expiration of his appointment, according to the following minimum periods of notice:

a. not later than March 1 of the first academic year of faculty service in the University in case of a one-year appointment;

b. not later than December 1 of the second academic year of such service in case of a two-year appointment or the renewal of a one-year appointment;

c. not later than July 1 preceding the final academic year after two or more academic years of such service in the University.

2. Notice by Member of Termination or Declination of Renewal

If a member of the faculty desires to terminate an existing appointment or to decline a renewal, he shall give notice in writing not later than April 1 if his rank is instructor or assistant professor, and not later than March 1 if his rank is higher, or, within thirty days after receiving notice of the terms and conditions of his service for the next academic year, whichever date is later; but he may properly request a waiver of this requirement in case of hardship or in a situation where he would otherwise be denied substantial professional advancement.

3. Procedure for Contesting Non-renewal or Termination of Probationary or Limited Appointment

a. Nonreappointment and Alleged Violation of Academic Freedom

If a member of the faculty or research staff on probationary or limited status alleges that a decision not to reappoint him is caused by considerations violative of academic freedom, the matter shall proceed in the manner set forth in Article IX, except that the faculty member will be responsible for stating the grounds on which he bases his allegations and the burden of proof will rest on him.

b. Dismissal For Cause and Late Notice

Dismissal of a faculty member during a probationary or limited appointment, or the non-renewal of a probationary appointment with less than the required advance notice shall be preceded by a statement of reasons and shall be subject to the procedure set forth in Article IX.

C. Termination of Continuous Tenure

1. Grounds for Termination

Until retirement of the faculty member in accordance with other provisions of this Code, and subject to the principles set forth in Article IX and the procedures to be established thereunder, an appointment with continuous tenure is

terminable by the University only for adequate cause or on account of extraordinary financial emergencies, in the latter case after not less than twelve months' notice to the faculty member.

a. Adequate cause

Adequate cause shall mean unfitness to teach because of:

- 1) incompetence
- 2) lack of scholarly objectivity or integrity
- 3) intellectual subservience to an outside agency
- 4) persistent neglect of professional responsibilities under this Code
- 5) gross personal misconduct that destroys academic usefulness.

b. Extraordinary Financial Emergency

(1) Termination of an appointment of continuous tenure status because of extraordinary financial emergencies will be considered only as a last resort, after every effort has been made by the Administration and Trustees to meet the need in other ways or to find for the member of the faculty other satisfactory assignment in the University.

(2) If an appointment with continuous tenure is terminated because of an extraordinary financial emergency, the released faculty member's place will not be filled by a replacement within a period of two years, unless the faculty member has been offered and has declined reappointment.

IX. PRINCIPLES GOVERNING ISSUES RELATING TO TERMINATION, DISMISSAL, NON-RENEWAL, AND RIGHTS AND PRIVILEGES UNDER THIS CODE

The rights, privileges, and responsibilities of a faculty member conferred by this Code will be carefully safeguarded in accordance with the highest accepted principles, practices, and procedures of the academic community. An alleged infringement of such rights or privileges or an alleged violation of such responsibilities will first be considered by appropriate representatives of the faculty in cooperation with the responsible administrative officers. After faculty and administrative procedures have been fully utilized, any member of the faculty who believes that

his rights and privileges under this Code have been violated may take an appeal to the Administration for consideration by the Board of Trustees.

Review by the Board of Trustees will include the record of the hearings before the faculty and administrative officers, with an opportunity for argument, oral or written, or both, by the principals at the hearing or their representatives.

3. FACULTY PARTICIPATION IN APPOINTMENTS, RENEWALS, PROMOTIONS, TENURE DESIGNATIONS, AND TERMINATIONS.

1. In recognition of the role of the faculty in the formulation and implementation of educational policy, the faculty shall exercise its responsibility in all academic and major academic-administrative appointments, and in all renewals, promotions, tenure designations and terminations of an academic nature.

2. The faculty, in consultation with the responsible administrative officers, shall formulate appropriate procedures for discharging this responsibility.

D R A F T - C O N F I D E N T I A L

FACULTY PROCEDURES FOR THE IMPLEMENTATION OF THE FACULTY CODE
(Sections IV and X of the Code)

FACULTY PARTICIPATION IN APPOINTMENTS, PROMOTIONS, TENURE
DESIGNATION, RENEWALS, TERMINATIONS, AND DISMISSALS

1. The faculty shares with the Administration responsibility in the making of academic and academic-administrative appointments. This responsibility extends also to all faculty renewals, promotions, tenure designations, and terminations.

2. The component parts of the faculty (colleges, schools, and departments) shall establish, in writing, the procedures by which they, or an appropriate segment of their elected representatives, can meet their responsibilities in regard to faculty appointments, renewals, promotions and tenure designations. According to circumstances, the full-time members of a department (or a non-departmentalized school ^{or} college), the tenure members, the senior members, or their elected representatives chosen for this specific purpose will be charged with this duty. Those upon whom this duty devolves will consult all concerned informally but thoroughly. After due deliberation, and after an agreement has been reached with the appropriate academic-administrative officers, the responsible faculty members (by an affirmative majority of those entitled to vote on the question) shall initiate formal recommendations for each faculty appointment, promotion, and tenure designation, and for the renewal of each probationary appointment.

If, after due deliberation and discussion, agreement between the responsible faculty members and the appropriate members of the Administration cannot be achieved, the offices of the Executive Committee of the Senate will be sought. The Executive Committee will seek information and advice, and may appoint an advisory committee, including, where desirable, members from outside the University. After full consideration of all factors involved, the Executive Committee will make its recommendations, formally or informally, to the parties in disagreement.

3. The full-time, tenure, or senior members of a department, according to principles which it has previously adopted, will, after consultation and agreement with the appropriate administrative officers, institute formal recommendations for the appointment of their departmental chairman. By comparable standard procedures, which have been adopted in writing, a committee specifically elected for that purpose by the full-time or by the tenure members of the faculty of a college or school, will, after full consultation and after reaching an agreement with the appropriate administrative officers, recommend the appointment of its dean. A committee similarly selected will advise the dean in the nomination of an associate dean; and the elected dean's council will similarly advise in the nomination of an assistant dean; ^(See insert below) 1

A committee elected by the Faculty Assembly for this purpose will, after full consultation and after reaching an agreement with the President, recommend the appointment of the Dean of Faculties. The Executive Committee of the Senate (which may temporarily enlarge its membership from the Senate for this purpose) will advise the Dean of Faculties in the nomination of an Associate or Assistant Dean of Faculties. In the case of the selection of the President, the Faculty Assembly will elect a committee to advise directly the Board of Trustees or its designated representatives.

4. Before recommending to the Board of Trustees the appointment of officers for administrative-academic status (see Article I, Section B., Paragraph 5) or of major non-academic administrative officers, the appropriate administrative officer or officers shall seek advice of appropriate standing or ad hoc committees of the University Senate.

Insert: and the dean will transmit such advice, whether favorable or unfavorable, to the appropriate administrative officer, for information, with his nomination.

D R A F T - C O N F I D E N T I A L

FACULTY PROCEDURES FOR THE IMPLEMENTATION OF THE FACULTY CODE
(Section IX of the Code)

PROCEDURES GOVERNING ISSUES RELATING TO TERMINATION, AND VIOLATIONS OF PRIVILEGES

A. Preliminary Proceedings

1. No formal proceedings shall be instituted by a faculty member, or members, or by the Administration until every reasonable effort has been made to remedy the situation through informal personal consultation and conferences by the appropriate administrative officers and/or by the faculty member's colleagues.

2. If a satisfactory adjustment does not result from informal personal consultation and conference, the matter shall be referred by the interested parties in writing, to the University Senate through the Executive Committee. The Senate, on nomination of the Executive Committee, shall appoint a special committee, none of whose members shall be members of the Senate Committee on Professional Ethics and Academic Freedom. The Special Committee shall informally inquire into the matter to effect a mutually satisfactory understanding or adjustment.

3. If a mutually satisfactory understanding or adjustment is not effected, the Special Committee shall then determine whether in its view formal proceedings to consider the matter should be instituted. If the Special Committee recommends such proceedings, action shall be commenced before the Senate Committee on Professional Ethics and Academic Freedom in accordance with the procedures specified in paragraph B, below. If the Special Committee fails to make such a recommendation, the President may, in accordance with his own judgment, bring the issue before this Senate committee for further consideration.

4. Except where there is disagreement, a written statement with reasonable particularity in evaluation of the issues concerned shall be jointly formulated by the President and the Special Committee. If there is disagreement, the Special

Committee alone, or the President or his representative, shall formulate the statement.

B. Formal Proceedings

1. Hearing Committee

a. The Senate Committee on Professional Ethics and Academic Freedom as constituted pursuant to the Faculty Organization Plan shall be the standing committee to conduct, as the Hearing Committee, formal proceedings involving disputes within its jurisdiction.

b. No member of the Hearing Committee shall sit in a case which involves a member of his department, or of his non-departmentalized college or school. A member of the Hearing Committee may also disqualify himself. The faculty member involved, before or at the outset of the hearing, may exercise one preemptory challenge and unlimited challenges for cause against members of the Hearing Committee, including replacements. The Executive Committee of the Senate shall act on such challenges and on necessary replacements from tenure members of the Faculty.

c. When constituted, the members of the Hearing Committee shall elect their own chairman to preside for the duration of the formal proceedings. In the interim, the Chairman of the Senate Committee on Professional Ethics and Academic Freedom shall serve as Chairman of the Hearing Committee.

2. Committee Jurisdiction

The Hearing Committee shall conduct--in accordance with recognized formality--proceedings concerning issues relating to 1) dismissals for cause of an appointee with continuous tenure; 2) dismissal for cause of a faculty member during a limited or probationary appointment; 3) the non-renewal of a probationary appointment with less advance notice than that specified in the Code; 4) non-renewal of a probationary appointment for considerations allegedly violative of academic freedom; 5) alleged violations of rights and privileges granted by the Code in cases which are referred to it by the Special Committee, or by the President, or by any aggrieved member of the Faculty.

3. Commencement of formal proceedings

a. Formal proceedings before the Hearing Committee concerning issues relating to either the dismissal for cause of ^{a faculty member during} an appointment with continuous tenure or the dismissal for cause of a faculty member during a probationary or limited appointment shall be commenced by a written communication signed by the President and/or the chairman of the Special Committee, and addressed to the Chairman of the Hearing Committee, setting forth the text of the statement formulated. If no such action is taken by the President and/or the Chairman of the Special Committee, a faculty member subject to removal may institute proceedings before the Hearing Committee by a written communication, signed and presented in the same manner, setting forth his grounds for opposing the action taken or impending against him and requesting a hearing thereon.

b. Formal proceedings before the Hearing Committee concerning issues relating either to the non-renewal of a probationary appointment with less advance notice than that specified in Article V, Section B, paragraph 1 of the Code, or the non-renewal of a probationary appointment for considerations violative of academic freedom, or violations of other rights or privileges granted by the Code to the faculty member may be commenced by a written communication signed by the faculty member addressed to the Chairman of the Hearing Committee setting forth his grounds for opposing the action taken or impending against him and requesting a hearing thereon.

c. Upon receipt of such written communication from the President and/or the Special Committee, as the case may be, the Chairman of the Hearing Committee shall cause a copy of it to be delivered to the faculty member affected by the proposed action. Upon receipt of such a written statement from a faculty member, the said Chairman shall cause a copy of it to be delivered to the President.

d. Within twenty days after delivery of a copy of the written statement the person to whom it has been delivered shall present to the Chairman of the Hearing Committee a written answer containing such admissions, denials, or other relevant statements as he deems appropriate. Upon receipt of this written answer, the Chairman of said Committee shall cause a copy of it to be mailed to the signer of the written statement.

e. Upon receipt of the written answer, or in case the faculty member fails to respond, the Hearing Committee shall fix a hearing and advise the signer of the written statement and the person to whom the copy thereof was served of the time and place at which the matter will be heard by the Hearing Committee.

4. Suspension of the Faculty Member

Suspension of the faculty member during the formal proceedings or prior thereto is justified only if immediate harm to himself or others is threatened by his continuance. The President (or the Senate, upon recommendation of the Special Committee or the Hearing Committee, through the President) may recommend to the Board of Trustees that the faculty member be suspended. Suspension shall be without reduction in pay.

5. Hearing Committee Rules and Procedure

a. At the hearing and in conference a majority of the Hearing Committee constitutes a quorum.

b. A full stenographic record of the hearing shall be made and shall be available to all parties concerned.

c. The principals involved in a hearing shall each be entitled to a legal or other adviser or representative at all hearings; and the Hearing Committee, itself, may seek legal or other technical advice.

d. The Hearing Committee shall, after full consideration of the suggestions of the principals, announce at the beginning of the hearings the detailed procedures that will be followed. These procedures shall be in

conformity with accepted principles of academic due process and shall include such provisions as the calling and examining of witnesses, the receiving of depositions where personal appearance is impractical, and the hearing of summary arguments by the principals or their representatives.

e. The Hearing Committee shall reach its findings in closed conference and shall record them, with indications of the evidence and reasoning involved, in an explicit written form, copies of which shall be given to the principals.

6. Consideration and Action by the Senate

The Hearing Committee shall submit ^{its decision in writing,} through the Executive Committee, ~~its decision in writing,~~ to the Senate for such consideration and action as the Senate may deem appropriate, including but not limited to rejection, adoption, modification, or remand. The action of the Senate will be submitted to the President for transmission to the Board of Trustees.

7. Publicity

Public statements about the case by either faculty members or administrative officers shall be avoided until the proceedings have been completed. No announcement concerning the Hearing Committee's decision or of Senate action shall be made until final disposition of the case by the Board of Trustees.

^{Any} 1 Announcement of the final decision shall include a statement of the decision of the Hearing Committee and of Senate action and shall be made through the President's office.

April 3, 1963

TO: The Executive Committee of the University Senate
FROM: Paul M. Schwab, President of the Student Council

In response to the request of the University Senate that a report be presented on "conditions in the University as seen from the students' point of view," I present the following report which has been read and adopted by the Student Council of the University. This report has been written after careful discussion with approximately twenty-five select students on our campus--the word select referring here to what I feel is an adequate distribution of students to arrive at general student feeling on our campus.

Basically, student response concerning constructive criticism and suggestions can be divided into discussion related to : (a) academic matters, and (b) physical facilities on campus.

(a) ACADEMIC MATTERS

The present Student Council has created the Faculty-Student Liaison Committee on Academic Affairs, a body meeting periodically with the Student Relations Committee of the Faculty Senate to serve as a means of communication where students will be able better to express their opinions to faculty members.

It appears that those students offering suggestions in this area generally agree that the faculty at our University have too great a workload to undertake activities which perhaps would be better directed. There is a desire among many students to be able to do more creative work in class--such as written papers, for example. Numbering among these students, I agree that creativity in this direction has a real educational value. Furthermore, students would like to see more writing done by the faculty members themselves. The consensus on this particular matter, therefore, is that many outstanding members of the faculty are restricted from promoting their own work and also from aiding the education of students because of their heavy workloads. Evidence of this is the comment that Deans and Full Professors have several freshman and sophomore classes to instruct.

There is also a desire among many students to have programs established that would provide more educational opportunities for the better students. The Student Liaison Committee has already received student requests for the creation of an honors program for students who have shown academic success in their fields. It is imperative that this success be recognized and that these students be able to take advantage of more opportunities.

Essentially, the Student Liaison Committee was formed to consider inadequacies in curricula offered at our University. In a general report such as this, it is difficult to include discussion concerning this matter since Departments must be considered individually. It is hoped that this student committee will have real value in channeling student feeling to those Departments concerned.

In relation to academic matters, the Library has been the focal point of much discussion. Foremost here is the general student consensus that our present study facilities on campus are grossly deficient. This semester, the Student Council secured the use of Government Room 1 for study sessions every Sunday from 9 am to 10 pm. Also an agreement was reached whereby the Library will be open longer hours on the two weekends preceding the Final Exam period. Although this is a step in the right direction, it still is a weak compromise. Longer hours for studying in the Library are essential to students--particularly to those students living on campus. Furthermore, many

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students are dissatisfied with the lack of cooperation displayed by library personnel when material is out and questions are asked concerning the possibility of securing these materials from other Universities in the area. In addition, students taking proseminar courses (undergraduates) are limited greatly in their work by not being able to use the stack facilities. Basically, most students I have talked to feel that there are definite weaknesses in our present Library system; and these students also maintain that the closeness of the Library of Congress does not justify inadequacies in our Library. Carried to its logical conclusion, the Library of Congress argument would entail the abolishment of our University Library. After several discussions with our Librarian, Mr. Mason, I have found that these difficulties lie basically in a lack of money and adequate facilities.

Another important point found in student feeling is the inability to secure many books for courses in the Student Book Store. At present, the Student Council has requested a report from the Business Office concerning the operations of the Book Store. Perhaps this report will solve the student dissatisfaction; however, now, this is a major problem.

(b) PHYSICAL FACILITIES ON CAMPUS

Student feeling concerning this matter essentially centers on the need for a larger and better student center than the present Student Union. Several relevant points can be mentioned here: (1) There is a need to orientate student life so as to include the desires and interests of the commuter and part-time students along with the interests of the full-time day students. At present, facilities are lacking where these students are able to relax together and leave their books and other personal belongings while attending classes. It is felt that a greatly expanded student center will create a closer University spirit among all students. (2) The present Student Union severely lacks in presenting adequate recreational activities for students. Besides a few scattered pinball machines and a jukebox on the second floor, a television set on the third floor of the Union provides the only other source of entertainment. University life is a composite of all activities, social as well as academic. It is important that additional recreational activities be planned. (3) Finally, the Student center should be the focal point of campus life. Our present Student Union does not serve this function primarily due to the above-mentioned deficiencies. The numerous communication problems the University has encountered would perhaps be better facilitated by creating a large student center where a true meeting place would be found.

Several suggestions have been offered to temporarily make the present Student Union more attractive for students. Foremost here is the suggestion that the first floor of the Student Union be used solely for socializing and that the second floor be transformed into a dining room arrangement for hot meals. Included with this is the suggestion that the third floor of the Student Union be transformed into an adequate recreational room. Another suggestion that has been made is the addition of sandwich and drink machines on the first floor of the Union which could be left open for later hours in the evening. Concerning the matter of food, student feeling does exist that one basic inadequacy of our Student Union is the poor quality of food being served--poor used here in the sense of undesirable food and lack of sufficient choice.

Besides the Student Union, other facilities on campus are in need of improvement. A disturbing factor to faculty members and the administration is the frequency of ball playing on "G" Street and behind the Library. This problem obviously points to a further lack of recreational facilities on our campus. Related to this is the difficulty in securing a place merely to hold a dance for students. The third floor of the

Student Union is too small and the Athletic Department has placed sufficient restrictions on the Gymnasium to prevent the use of this building. This problem is primarily felt by non-fraternity or sorority students who have no place on campus to meet together and hold a dance.

Physical facilities enter another problem students are concerned with. Many students would like to have set aside a location on campus where faculty members and students could get together for purposes of discussion and exchange of ideas. Although it is felt that the earlier mentioned problem of heavy workloads creates a restriction here, there still exists a feeling that the establishment of such a place would be successful.

In addition to the ideas presented concerning academic matters and physical facilities, other suggestions have been made which should be included here:

1. There is an urgent need to completely investigate the health program that is found on campus. The number of resident students, in particular, is steadily increasing and it appears that the present health facilities are not adequate to administer to these students.
2. There is a desire to have created a central location where events taking place in the city can be made known to all students and where tickets, for example, could be secured. With an expanded student center, this suggestion could take effect with booths set up in a large lobby.
3. Medical and legal students feel that the facilities in these graduate departments are also lacking. In particular, the medical students are concerned for their school is completely detached (physically) from the rest of the University. This in itself presents a problem by fostering severe communication problems and a general detachment from campus activities.
4. Several students feel that some attention should be directed to making it known to non-University people where the University is situated. For example, the sign in front of Adams Hall dormitory is excellent--showing outsiders that this is part of the George Washington University rather than an apartment house. Signs such as this one would add to concentrating the concept of the University in one area.
5. Finally, many students are annoyed over the fact that Lisner Auditorium has not been used to the best advantage for George Washington students. It appears to many students that the University has used the auditorium as an instrument for increased revenue from outside interests rather than as a vehicle for student enjoyment.

In conclusion, I would like to comment briefly on the value of this report. I have attempted here to give an accurate account of student opinion, opinion as found among all types of students (i.e., commuter, full-time, graduate, etc.). As President of the Student Council, I am aware that some of these ideas are already being worked on or are in the planning stage. However, the value in such a report lies in the fact that what has been presented is what students are interested in; what they are dissatisfied with and what they desire. The student opinion I have presented is opinion without a knowledge of the intricate workings of the administration and faculty members. Thus, besides showing how students feel in general, this report also points out weaknesses in communicating to the students several problems that might prevent the complete actualization of these suggestions. The students I have met and spoken with believe strongly that these ideas and suggestions are very important for the betterment of the student body as a whole.

April 11, 1963

To: R. H. Davison, Chairman
Executive Committee of the Senate

From: J. C. Dockeray, Chairman
Senate Physical Facilities Committee

After careful discussion aiming at a definition of the duties of this Committee it was concluded at the meeting of March 14, that this Committee could not make a very effective contribution until it received better definition of the long-term goals of the University. We are willing to give time and study to types of facilities and alternative methods of providing space, but the type of space needed and the best way to obtain it must be related to decisions on the size of the University, the type of students to be accepted, the level of work--whether undergraduate or graduate--and the importance to be given to full-time vs. part-time enrollment. It also makes a substantial difference whether we plan to be a university of the present size or to encourage gradual expansion in total enrollment. We plan to ask Vice President Brown to attend a future meeting of this Committee to obtain additional guidance in this matter.

At our meeting of March 22, Mr. Einbinder and Vice President Herzog attended and Mr. Einbinder presented his proposed plan for the utilization of Building "D", which had recently been vacated by HUMRC. The proposed plan had been transmitted to the Committee by the Provost for comment. After thorough discussion the Committee approved the following items:

1. The utilization of available space can assume many different patterns.
2. The problem is to obtain best use of space to meet requirements for classrooms, offices and special purposes.

3. The Committee cannot state unequivocally that the proposed plan is an optimum plan, but it does believe that it represents an effective plan which indicates careful consideration of the needs for classrooms, offices and library with full attention to the consolidation of the various units.

4. In approving the plan, the Committee urges that it be immediately referred to the departments concerned whether they are affected directly or indirectly.

In conclusion it should be stated that this Committee believes that there are other and larger problems than facilities in building a great university. Among these should be mentioned the quality of the staff, salary structure, teaching loads and class of student attracted. We believe that progress is being made in all directions and we are glad to have an opportunity to contribute to this progress.

JCD/swg

March 29, 1963

MEMORANDUM TO: Members of the University Senate

FROM: H. S. Ojalvo, Chairman of Committee on Appointments, Salaries and Promotions Policy (incl. Fringe Benefits)

SUBJECT: Reduction in tuition fees for full-time faculty who are also doctoral students at G.W.U.

It is proposed that, beginning September 1963, the tuition fees for full-time faculty who are doctoral students at G.W.U. be reduced by one-half. For those in this category who have already started their program, the remaining amount of the doctoral tuition fees would be reduced by one-half.

According to information received from the School of Education, the School of Engineering and Applied Science and the Graduate Council, there are 14 people presently in the above category. There may be another person or two from the School of Government, Business, and International Affairs making a total of approximately 15. It is estimated that the cost of this benefit (reflected in reduced tuition income) will average somewhat over \$1100 per person entering this program in September 1963, and possibly half or two-thirds of this cost for the 15 people presently enrolled. These costs would be spread out over a four or five year period, the average time to complete all requirements for the doctorate while a full-time faculty member.

April 8, 1963

TO: Members of the University Senate

FROM: P. H. Highfill, Jr., Chairman of Committee on Educational Policy

RE: Some Recommendations Concerning Science Instruction in the University

The ever-increasing role of science in the education of the future leaders of society should be reflected in designing the curriculum for undergraduates. Two problems, different but related, must be considered: 1) The science education of the student who does not intend to major in science; 2) The science education of the student who majors in one of the sciences.

1) Present practice at this University is that the non-science student takes the basic course in one of the sciences. The only department separating those who intend to major in science from those who do not is the Physics Department, and this separation does not now occur until after the first term of physics. There is one course in chemistry which covers the basic principles of chemistry and physics for the "non-science" student. The present system of handling the problem of the non-science student has the disadvantage that the non-scientist is exposed to a fraction only of the main methods of thought in science and to almost no mathematics. The development of a basic science course which will give the essence of the different sciences without degenerating into superficiality is essential, we feel, to liberal education. One solution suggested is to develop a twelve-credit science program emphasizing the imaginative and critical approach necessary for the creation of scientific concepts. This program would be composed of four three-credit courses in mathematics, physics, chemistry, and biology, coordinated to avoid duplication and to allow for logical transitions. Eventually, of course, it is envisioned that all lower-division undergraduates would profit from this course. We are fully respectful of the difficulties the development of such a program would entail. We recommend, nevertheless, that whatever personnel and resources may seem necessary be allotted immediately to an investigation of the feasibility of this plan.

2) Although scientific knowledge is growing at a rapidly increasing rate, and the specialties within science are multiplying, the scientist now, and more than ever, must be trained in the foundations of all sciences, not just his specialty, in order to function effectively. Many of the significant discoveries of the past decade could not have been made without the use of knowledge from several areas of science. Five at least of this year's Nobel prize winners had to have a sophisticated knowledge of physics, chemistry, biology, and mathematics to do the work which won them the prizes.

The foundations of science would be taught best if there were close coordination between the basic science courses. The teaching of basic physics would be easier if certain areas of mathematics were taught before certain areas of physics. Similarly certain areas of biology require a knowledge of certain physical and chemical principles best learned in physics and chemistry courses--and so on. Coordination between the sciences could probably be obtained within the present framework of courses, and with existing textbooks. The Educational Policy Committee wishes to recommend urgently to the University Senate that it resolve to suggest to the Columbian College administration and faculty that they request that chairmen and teachers of the science departments investigate at once the best way to put such fruitful coordination into effect.